L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	1st April 2025

EXAMINER'S PAPER

The Oral Session carries 6% of the global mark and should last approximately 15 minutes. Examiners are to assess the candidate's oral skills (see the Rating Scale to assist you in assessing the candidate's performance).

PART 1 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 3 minutes)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.
Can you tell me your index number?
Thank you.
In this part of the exam, I am going to ask you a few questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.
Let's talk about you.

1. How do you relax when you have free time?
2. If you had the time to pick another hobby, what would it be?
3. What is a common hobby among people your age, and why is it popular?
4. Can learning a new language be considered a hobby? Why/Why not?
5. At what point does a hobby become an addiction?
6. Mention some ways in which hobbies can have a positive influence on one's life.

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

(Total: 4 marks)

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Part 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given TWO pictures to talk about. Then I shall be asking you a few questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about one minute, so don't worry if I stop you.

(Source: https://www.puregym.com/blog/the-best-gym-workout-plan-for-gaining-muscle/)

(Source: https://paralympic.ca/wp-content/uploads/2024/08/Rummery.jpg)

[If the candidate is unable to sustain his/her turn for one minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to fitness. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why is it important to exercise?
2. What are some ways in which people your age keep fit?
3. In your opinion, do schools do enough to encourage young people to be involved in sport? Why/Why not?
4. Explain how you would motivate a friend to exercise and be healthier.

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 3.

(Total: 6 marks)

Please turn the page.

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

The examiner tells the candidate:

In this part of the exam, you are to speak for about three minutes on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to write some notes. You may refer to these notes during your presentation.

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. 'Positive thinking is the key to success'. Discuss how true or untrue this statement is.
2. Have we too many Hollywood superhero films?
3. Instagram reels and TikTok videos are eating our time and rotting our brains.
4. Writing poetry or prose fiction is a frivolous waste of time.
5. Exploring space is not worth the billions it costs. Discuss.

[If the examiner notes that the candidate is unable to maintain discourse for the required three minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]

(Total: 8 marks)

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the papers back, please? This is the end of the oral exam.

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	1st April 2025

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 4 minutes)

(Source: https://www.puregym.com/blog/the-best-gym-workout-plan-for-gaining-muscle/)

(Source: https://paralympic.ca/wp-content/uploads/2024/08/Rummery.jpg)

(Total: 6 marks)

Please turn the page.

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PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

Choose ONE of the titles given below, and prepare a three-minute presentation on the topic. Before your presentation, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. 'Positive thinking is the key to success'. Discuss how true or untrue this statement is.
2. Have we too many Hollywood superhero films?
3. Instagram reels and TikTok videos are eating our time and rotting our brains.
4. Writing poetry or prose fiction is a frivolous waste of time.
5. Exploring space is not worth the billions it costs. Discuss.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	1st April 2025

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

Choose ONE of the titles given below, and prepare a three-minute presentation on the topic. Before your presentation, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. 'Positive thinking is the key to success'. Discuss how true or untrue this statement is.
2. Have we too many Hollywood superhero films?
3. Instagram reels and TikTok videos are eating our time and rotting our brains.
4. Writing poetry or prose fiction is a frivolous waste of time.
5. Exploring space is not worth the billions it costs. Discuss.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	I
DATE:	26th April 2025
TIME:	9:00 a.m. to 12:05 p.m.

Answer ONE question from Section A, ONE from Section B, and Section C.

SECTION A: SHAKESPEARE SET TEXTS (33 marks)

In Section A, essays must **NOT** be shorter than 500 words.

Essays responding to a gobbet (1a or 2a) should:
- identify the immediate context of the extract and its relation to the play as a whole;
- focus primarily on the given extract while also referring to the play as a whole;
- relate the extract to **AT LEAST TWO** of: characterisation, theme, imagery, and setting.

1. ***Romeo and Juliet***

EITHER

(a) Gobbet.

ROMEO Alas that love, whose view is muffled still,
Should without eyes see pathways to his will!
Where shall we dine?—O me! What fray was here?
Yet tell me not, for I have heard it all.
Here's much to do with hate, but more with love.
Why then, O brawling love, O loving hate,
O anything of nothing first create!
O heavy lightness, serious vanity,
Misshapen chaos of well-seeming forms,
Feather of lead, bright smoke, cold fire, sick health,
Still-waking sleep that is not what it is!
This love feel I, that feel no love in this.
Dost thou not laugh?

BENVOLIO No, coz, I rather weep.

ROMEO Good heart, at what?

BENVOLIO At thy good heart's oppression.

ROMEO Why, such is love's transgression.
Griefs of mine own lie heavy in my breast,
Which thou wilt propagate to have it pressed
With more of thine. This love that thou hast shown
Doth add more grief to too much of mine own.
Love is a smoke made with the fume of sighs;
Being purged, a fire sparkling in lovers' eyes;
Being vexed, a sea nourished with loving tears.
What is it else? A madness most discreet,
A choking gall, and a preserving sweet.
Farewell, my coz.

Please turn the page.

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OR

(b) 'These violent delights have violent ends'. Discuss the presence of extreme contraries in Shakespeare's *Romeo and Juliet* and how these lead to the play's tragic outcome.

OR

(c) Discuss **AT LEAST TWO** characters from the older generation in Shakespeare's *Romeo and Juliet*, especially in relation to how they contribute to the tragedy of the two young lovers.

2. ***Othello***

EITHER

(a) Gobbet.

IAGO What
If I had said I had seen him do you wrong?
Or heard him say—as knaves be such abroad,
Who having by their own importunate suit
Or voluntary dotage of some mistress
Convinced or supplied them, cannot choose
But they must blab—

OTHELLO Hath he said anything?

IAGO He hath, my lord; but be you well assur'd
No more than he'll unswear.

OTHELLO What hath he said?

IAGO Faith, that he did—I know what he did.

OTHELLO What, what?

IAGO Lie—

OTHELLO With her?

IAGO With her, on her, what you will.

OTHELLO Lie with her? Lie on her? We say lie on her when they belie her. Lie with her! Zounds, that's fulsome! Handkerchief—confessions—handkerchief! To confess and be hanged for his labour. First to be hanged and then to confess. I tremble at it. Nature would not invest herself in such shadowing passion without some instruction. It is not words that shakes me thus. Pish! Noses, ears, and lips! Is't possible?—Confess? Handkerchief? O devil!

He falls in a trance.

IAGO Work on,
My medicine, work! Thus credulous fools are caught;
And many worthy and chaste dames even thus.
All guiltless, meet reproach. What ho, my lord!

OR

(b) 'In the course of the play, Othello's language of a valiant hero develops into the talk of a madman.' Discuss how Othello's language reflects his deterioration in Shakespeare's Othello.

OR

(c) 'Reputation is an idle and most false / imposition, oft got without merit and lost without / deserving.' Discuss the theme of reputation in Shakespeare's *Othello* with reference to **AT LEAST TWO** characters in the play.

SECTION B: POETRY SET TEXTS **(33 marks)**

In Section B, essays must **NOT** be shorter than 500 words.

- Bolster your response by making reference to language use and poetic devices, rather than merely retelling the poems' content;
- Remember to include a reason for why the poet uses the poetic devices you identify;
- Identify all aspects of your chosen question and then address all of them directly; do not answer the question only partly.

1. **Elizabeth Bishop**

(a) Elizabeth Bishop writes that poetic language should make the reader feel 'surprised at seeing something new and strangely alive.' Discuss Bishop's comment with reference to her poem **'The Fish'** and **TWO** other poems of your choice.

OR

(b) Discuss Elizabeth Bishop's exploration of life's transforming moments with reference to **THREE** poems of your choice.

2. **Carol Ann Duffy**

(a) Discuss the need for empathy in Carol Ann Duffy's poetry, both as a theme that emerges from the poetry and as the readers' response to her poetry. Discuss with reference to the poem **'Stealing'** and **TWO** other poems of your choice.

OR

(b) As the British Poet Laureate, Carol Ann Duffy expressed the concerns of the nation. Discuss this in relation to the themes of belonging and identity with reference to **THREE** poems of your choice.

3. **Seamus Heaney**

(a) Discuss how hardship and suffering feature in Seamus Heaney's poetry with reference to the poem **'Requiem for the Croppies'** and **TWO** other poems of your choice.

OR

(b) 'What is stored bodily is very important for memory, and I think that other bodily sensations later on can bring it all back.' Discuss Seamus Heaney's comment on the relationship between the body and memory as it manifests in his poetry with reference to **THREE** poems of your choice.

Please turn the page.

SECTION C: POETRY CRITICISM **(33 marks)**

Write a critical appreciation of the poem below.

- Your essay must **NOT** be shorter than 400 words;
- Focus on theme, imagery, form and poetic language;
- You may also comment on any other literary aspects of the poem that you consider to be worthy of discussion.

'The Owl'

Downhill I came, hungry, and yet not starved;
Cold, yet had heat within me that was proof
Against the North wind; tired, yet so that rest
Had seemed the sweetest thing under a roof.

Then at the inn I had food, fire, and rest,
Knowing how hungry, cold, and tired was I.
All of the night was quite barred out except
An owl's cry, a most melancholy cry

Shaken out long and clear upon the hill,
No merry note, nor cause of merriment,
But one telling me plain what I escaped
And others could not, that night, as in I went.

And salted was my food, and my repose,
Salted and sobered, too, by the bird's voice
Speaking for all who lay under the stars,
Soldiers and poor, unable to rejoice.

by Edward Thomas

L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	II
DATE:	26th April 2025
TIME:	4:00 p.m. to 7:05 p.m.

Answer **BOTH** Section A **AND** Section B.

SECTION A: NOVEL SET TEXTS **(Total: 66 marks)**

- Answer **TWO** questions (**NOT** on the same novel) from this section.
- Essays in this section must **NOT** be shorter than 500 words.
- Avoid simply narrating the plot. Remember to provide evidence and explanation for your points.

1. ***The Handmaid's Tale*, Margaret Atwood**

(a) Without focusing exclusively on Offred, discuss the role of the handmaids in *The Handmaid's Tale* as victims of oppression and symbols of resistance within the dystopian society of Gilead.

OR

(b) Discuss how Atwood explores the theme of loss in *The Handmaid's Tale*, both on a personal and societal level.

2. ***Great Expectations*, Charles Dickens**

(a) Discuss the development of Magwitch's character in *Great Expectations* and his significance to the overall narrative.

OR

(b) Discuss the different presentations of success in *Great Expectations,* showing how they reflect the novel's main themes.

3. ***Atonement*, Ian McEwan**

(a) "In *Atonement*, the characters of Robbie Turner and Paul Marshall represent opposing aspects of social class and morality." Discuss McEwan's portrayal of both characters in light of this observation and their significance to the overall narrative.

OR

(b) "Memory plays a pivotal role in shaping the narrative and themes in the novel." Discuss the importance of memory in *Atonement*.

4. ***Wuthering Heights*, Emily Brontë**

(a) Discuss the presentation of Isabella and the first Catherine in *Wuthering Heights,* exploring how their relationship with Heathcliff develops the novel's main themes.

OR

(b) "In *Wuthering Heights,* Emily Bronte depicts several experiences of grief." Discuss the portrayal of grief in the novel.

Please turn the page.

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5. ***To Kill a Mockingbird*, Harper Lee**

(a) "You never really understand a person... until you climb into his skin and walk around in it." Using this quotation as a starting point, discuss the theme of empathy in *To Kill a Mockingbird.*

OR

(b) "One of the lessons in *To Kill a Mockingbird* is how to behave with honour in the face of adversity." Discuss.

SECTION B: PROSE CRITICISM **(Total: 33 marks)**

Write a critical appreciation of the passage below.

- Your essay must **NOT** be shorter than 400 words;
- Focus on theme, imagery, and point of view;
- You may also comment on any other literary aspect or aspects of the passage that you consider to be worthy of discussion, such as style, tone and setting.

Dark spruce forest frowned on either side the frozen waterway. The trees had been stripped by a recent wind of their white covering of frost, and they seemed to lean towards each other, black and ominous, in the fading light. A vast silence reigned over the land. The land itself was a desolation, lifeless, without movement, so lone and cold that the spirit of it was not even that of sadness. There was a hint in it of laughter, but of a laughter more terrible than any sadness – a laughter that was mirthless as the smile of the sphinx, a laughter cold as the frost and partaking of the grimness of infallibility. It was the masterful and incommunicable wisdom of eternity laughing at the futility of life and the effort of life. It was the Wild, the savage, frozen-hearted Northland Wild.

But there WAS life, abroad in the land and defiant. Down the frozen waterway toiled a string of wolfish dogs. Their bristly fur was rimed with frost. Their breath froze in the air as it left their mouths, spouting forth in spumes of vapour that settled upon the hair of their bodies and formed into crystals of frost. Leather harness was on the dogs, and leather traces attached them to a sled which dragged along behind. The sled was without runners. It was made of stout birch-bark, and its full surface rested on the snow. The front end of the sled was turned up, like a scroll, in order to force down and under the bore of soft snow that surged like a wave before it. On the sled, securely lashed, was a long and narrow oblong box. There were other things on the sled – blankets, an axe, and a coffee-pot and frying-pan; but prominent, occupying most of the space, was the long and narrow oblong box.

In advance of the dogs, on wide snowshoes, toiled a man. At the rear of the sled toiled a second man. On the sled, in the box, lay a third man whose toil was over, a man whom the Wild had conquered and beaten down until he would never move nor struggle again. It is not the way of the Wild to like movement. Life is an offence to it, for life is movement; and the Wild aims always to destroy movement. It freezes the water to prevent it running to the sea; it drives the sap out of the trees till they are frozen to their mighty hearts; and most ferociously and terribly of all does the Wild harry and crush into submission man – man who is the most restless of life, ever in revolt against the dictum that all movement must in the end come to the cessation of movement.

But at front and rear, unawed and indomitable, toiled the two men who were not yet dead. Their bodies were covered with fur and soft-tanned leather. Eyelashes and cheeks and lips were so coated with the crystals from their frozen breath that their faces were not discernible. This gave them the seeming of ghostly masques, undertakers in a spectral world at the funeral of some ghost. But under it all they were men, penetrating the land of desolation and mockery and silence, puny adventurers bent on colossal adventure, pitting themselves against the might of a world as remote and alien and pulseless as the abysses of space.

This is an extract from the beginning of a novel.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2025 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	III
DATE:	28th April 2025
TIME:	4:00 p.m. to 6:50 p.m.

Answer **ALL** sections.

SECTION A: LANGUAGE ESSAY **(Total: 33 marks)**

Write an essay of not less than 500 words on ONE of the following topics:

1. The adventures of Bloot, the escaped hamster.

2. Winter at the seaside.

3. Vengeance.

4. Are we really free to do what we want in life? Discuss.

5. Individuals who feel the need for attention and admiration try to fulfil this by sharing their personal life experiences on social media. Discuss.

6. Those in favour of zoos argue that zoos save endangered species and educate the public, but animal rights activists believe the cost of confining animals outweighs the benefits. What is your opinion?

7. Current studies suggest that there is a decrease in reading, especially among 16 to 19-year-olds. What, do you think, are some of the factors that may be contributing to this decline?

8. Students often complain they have too much academic pressure. How can we promote a more balanced educational experience?

Please turn the page.

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SECTION B: SUMMARY **(Total: 15 marks)**

Write a summary of the following passage in between 150 and 200 words.

Royal but redundant: why the Disney prince is an endangered species

Much has been said over the years about the Disney princesses – some are bad role models, some good, they set impossible expectations for young girls, they are predominantly white, and so on. But what about their male counterparts? Just like the princesses have evolved as characters, so have the roles of the Disney princes.

In historical terms, the princes are, functionally, significant others. Unlike the princesses, they are not part of a billions-worth media advertising campaign that has been going on for decades. A common criticism of the early princesses – Snow White, Cinderella, and Aurora from Sleeping Beauty – focuses on their passivity. They are the main characters, yet they lack that ability to do what they want, and others must solve all of their problems for them. The passivity of the princess in these stories does not, however, translate to prominence for the princes. The real heroes of those films are the dwarves, the mice and the fairies. Meanwhile, the princes from Snow White and Cinderella are just nameless minor characters that purely exist to give the princess protagonist her happy-ever-after ending.

The next two princes, Philip and Eric (from Sleeping Beauty and The Little Mermaid respectively), fare slightly better. Unlike their predecessors, they do have names, they appear more in the story, and, most notably, they slay the antagonists. But the first major evolution happens in the 1990s. No longer do the princesses wait for others to solve their problems, and no longer is love their main ambition. In Beauty and the Beast, Belle yearns for adventure, Aladdin's Jasmine wishes to make her own choices, and Mulan wants to protect her father. The prince Beast (in Beauty and the Beast) is the first of his kind to undergo a character arc as he changes both figuratively and literally throughout the film. Ironically enough, like the first two princes, the film never gives Beast a real name.

Aladdin marked a significant change for the prince character in Disney films as this is the only princess film to date where the protagonist is its prince character with heroic qualities that might appeal to the boy demographic. But Disney does not seem to favour the prince hero because even in this case, the princess of his desires – the headstrong Jasmine – eclipses Aladdin in popularity mainly because of the marketing success of Disney's princess branding. Any hope that the prince character in Disney would become increasingly important is definitely lost in the films that follow.

In Frozen there are two princes: Prince Hans who is noble-born, but who is ultimately revealed to be the villain, and Kristoff, who is rendered so insignificant that he more or less vanishes in Frozen 2. The prince reaches his final evolution in Moana, to the point of utter non-existence. For the first time in Disney animation history, a princess film contained not even a semblance of romance, and Moana was allowed to go on an exciting adventure without having to fall for a boy. The absence of a prince did not detract from the film's success, and to this day, it is consistently one of the most streamed movies on Disney+. This shows that Disney has absorbed the idea that the end-destination of a female protagonist does not have to involve a male or marriage. So perhaps the real impact of the Disney prince is our collective understanding that he was just never all that necessary in the first place.

(Adapted from G. Bigel, 2023)

SECTION C: LINGUISTICS **(Total: 33 marks)**

Choose **ONE** question from this section.

1. Answer tasks a, b, c **AND** d.

a. Write **ONE** sentence with each of the following words. In your sentence the word must function as the part of speech indicated in the bracket. The first word, **(0) faithful (adjective)**, is given to you as an example.

(0) faithful (adjective)
Answer: The film was not <u>faithful</u> to the novel.

(0)	**faithful (adjective)**	(i)	weak (noun)	(ii)	all (pronoun)
(iii)	fast (verb)	(iv)	love (adjective)	(v)	right (verb)
(vi)	where (conjunction)	(vii)	weather (verb)		(7)

b. State whether each sentence is Simple, Complex or Compound. Briefly explain your decision.

i. Should I put everything we used in the dishwasher?
ii. The film was good, but rather long.
iii. I bought that expensive-looking Italian leather jacket from a flea market in our village for about ten euro.
iv. The power tool you lent me is not working properly.
v. Jane had never entered the chapel before her wedding day.
vi. Exercising until one is totally exhausted is inadvisable.
vii. Late that afternoon, the three men in dark suits were seen entering the warehouse through a small door at the back.
viii. Some students prefer online classes, others traditional classroom settings (8)

c. Briefly explain the following terms. Support your explanations with examples.

i. Denotation
ii. Connotation
iii. Synonyms
iv. Hypernymy (8)

d. In the pairs of sentences below, cohesive devices are used to help the two sentences hang together. Focussing on the underlined word/s,
- name the cohesive device connecting the two sentences in each pair, **AND**
- briefly explain how the cohesive device helps connect the two sentences

i. I can understand why someone paid that kind of money for <u>it</u>. Experts consider the <u>painting</u> a rare find.
ii. <u>A</u> small procession came up the country lane. <u>The</u> procession went past us towards the Red Fox Inn.
iii. He was new to the group and did not know his way around. <u>But</u> he sure learned very quickly.
iv. There was a rather negative reception to the <u>game</u>. Both the <u>referee</u> and <u>players</u> were strongly criticised for their loose <u>performance</u> on the <u>field</u>.
v. Once on the mountain, they stopped their <u>ascent</u> twice because of the strong wind. This made the <u>climb</u> very challenging. (10)

Please turn the page.

OR

2. Written language and spoken language serve as distinct modes of communication, each with its own characteristics. Write an essay of about 400 words focussing on some of the main differences between written and spoken language.

(33)

OR

3. In about 400 words, discuss the article on the following page (page 5) by N. Wynarxzyk from the *Daily Mirror* and highlight its characteristics as a tabloid article. Focus on these features:

   - Graphology
   - Headlines
   - Vocabulary
   - Grammar
   - Tone
   - Structure

   The text of the article is reproduced on page 6 for ease of reading.

(33)

VERBAL ABUSE, THREATS AND ASSAULT.. DRIVEN BY SHOPLIFTING SCOURGE

EXCLUSIVE
BY NATASHA WYNARCZYK
Consumer Editor

SHOP workers have laid bare the horrifying scale of abuse and violence they are facing, with shoplifting the primary cause.

Respondents to a survey by trade union Usdaw said they had been held up at knifepoint, hit with trollies or baskets and had items hurled at them, as retail crime soars.

Female workers also described being taunted with sexual comments and having their buttocks smacked.

Results from the poll, of more than 4,000 workers, found 69% had been verbally abused in the past 12 months, 45% had been threatened and 17% had been assaulted.

Paddy Lillis, Usdaw general secretary, said of the shocking figures: "Seven in 10 of these incidents were triggered by theft from shops, which is clearly the result of a 29% increase in police-recorded shoplifting over the year to June.

"Theft from shops is not a victimless crime. Last year, there was £3billion lost from firms having to bring in additional security measures and money lost to shoplifting.

Somewhere along the line, that cost gets passed to the consumer. There's a human element with people being abused and a financial element.

"There is also a cost to the NHS with retail workers going off sick or needing help for mental health."

The figures, shared with the Mirror, which has an ongoing Clamp Down on Shoplifting campaign, have been released to mark Respect for Shopworkers Week, which starts today.

The statistics come as the Justice and Home Affairs Committee set out 15 measures to tackle shop theft last week. The Labour Party has pledged to tackle shoplifting in its Crime and Policing Bill, target organised gangs and increase police patrols.

Retailers, industry bodies and Usdaw will be visiting Parliament tomorrow to talk about how they can end the shoplifting scourge.

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VERBAL ABUSE, THREATS AND ASSAULT.. DRIVEN BY SHOPLIFTING SCOURGE
EXCLUSIVE BY **NATASHA WYNARXZYK** Consumer Editor

SHOP workers have laid bare the horrifying scale of abuse and violence they are facing, with shoplifting the primary cause.

Respondents to a survey by trade union Usdaw said they had been held up at knifepoint, hit with trollies or baskets and had items hurled at them, as retail crime soars.

Female workers also described being taunted with sexual comments and having their buttocks smacked.

Results from the poll, of more than 4,000 workers, found 69% had been verbally abused in the past 12 months, 45% had been threatened and 17% had been assaulted.

Paddy Lillis, Usdaw general secretary, said of the shocking figures: "Seven in 10 of these incidents were triggered by theft from shops, which is clearly the result of a 29% increase in police-recorded shoplifting over the year to June.

"Theft from shops is not a victimless crime. Last year, there was £3billion lost from firms having to bring in -additional security measures and money lost to shoplifting. Somewhere along the line, that cost gets passed to the consumer. There's a human element with people being abused and a financial element.

There is also a cost to the NHS with retail workers going off sick or needing help for mental health." The figures, shared with the Mirror, which has an ongoing Clamp Down on Shoplifting campaign, have been released to mark Respect for Shopworkers Week, which starts today.

The statistics come as the Justice and Home Affairs Committee set out 15 measures to tackle shop theft last week. The Labour Party has pledged to tackle shoplifting in its Crime and Policing Bill, target organised gangs and increase police patrols.

Retailers, industry bodies and Usdaw will be visiting Parliament tomorrow to talk about how they can end the shoplifting scourge.

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